

SOCI 2112 ADG
Sociology of Illicit Drugs

Delivery format Zoom and Lakehead's mycourselink portal
Dates and times July 25th, 2024 – August 15th, 2024
Monday to Thursday 2:30 pm – 5:30 pm, EST

Course Instructor Liam Michaud
lmichau1@lakeheadu.ca
Office hours: 5:30 – 5:45 pm Monday to Thursday

COURSE DESCRIPTION

Welcome to *Sociology of Illicit Drugs*. This course consists of an interdisciplinary examination of the regulation of illicit drugs in Canada from across social science perspectives. The course will provide you with an overview of drug policies historically, including their relationship to, the criminal justice system, settler colonialism and immigration. The course will further equip you with an understanding of how the regulation of drugs is embedded across various institutions, and how people who use drugs experience this regulation.

This is a seminar course, which means that you are expected to fully and actively participate. This includes meaningfully engaging with course readings and other materials, and making informed contributions (this includes asking questions!). This also entails active listening, respectful interaction with your colleagues, and consistent attendance. The learning environment will be more effective, engaging, and fun with your full participation.

COURSE LEARNING OUTCOMES

By the end of this course, students who have successfully engaged and completed course requirements will be able to:

1. Identify and characterize the main social science disciplines and related fields contributing to knowledge on drugs, on the regulation of drugs, and on people who use drugs.
2. Identify the dominant political and cultural institutions that are responsible for governing and regulating drugs and people who use them, the relationship between these institutions, as well as the different approaches and techniques that they employ.
3. Apply course themes (prohibition, settler colonialism, criminalization) and key sociological concepts (such as: risk environment, structural violence, medicalization) to current societal debates and policy discussions regarding the regulation of drugs and people who use them.

LAND ACKNOWLEDGEMENT

Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous peoples. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is

committed to a relationship with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

CLASS FORMAT

This is an online course. Live attendance to all classes is expected. The structure of each class will generally follow the format outlined below. The times below will vary depending on schedule. Each class will also include a ~15-minute break.

2:30 pm – 3:30 pm	<u>Lecture component</u> : key concepts & connections to course themes
3:30 pm – 3:50 pm	BREAK
3:50 pm – 4:50 pm	<u>Discussion component</u> : Reading facilitation (student-led) & discussion using multi-media & course material (instructor-led)
4:50 pm – 5:20 pm	Time set aside for in-class group exercise OR brief academic skills sessions
5:20 pm – 5:30 pm	Housekeeping, instructions for upcoming assignments & activities

Please note that to facilitate learning objectives, students' webcams are required to be on for the discussion component and the group exercise / academic skills components, as these require your interaction. (Refer to university policy on webcams below). Keeping your webcam on for the lecture portion of the class is strongly encouraged. Please note that lectures may be recorded and only made available to students in the course. You are encouraged to ask questions and participate in the lecture component, though please note this means you may be recorded.

As this is a second-year course, it is expected that students have a basic understanding of academic skills. Throughout the course, the instructor will provide *brief* (roughly 20 minute) academic skills review sessions, including the following:

1. Effective reading & notetaking
2. Facilitation & leading group discussions
3. How to develop a topic sentence and thesis statement
4. How to use library databases & identify scholarly sources
5. How to structure a final paper, including how to synthesize findings from the literature
6. Proper citation practice & academic integrity

These sessions will help you build the skills required for the various assignments and assessments. Students are encouraged to explore the resources of writing and academic skills offered by Lakehead detailed below.

ASSIGNMENTS & EVALUATION

<i>Participation and engagement</i>	15%	Due: ongoing
<i>Workplan & outline for final assignment</i>	10%	Due: Thursday August 8 th , 2:30pm
<i>Reading facilitation</i>	20%	Due: varying dates. Sign up Thursday August 25 th and Friday August 26 th by 4pm
<i>In-class group exercise</i>	25%	Due: Ongoing (Weeks 3 & 4: August 5 th -15 th)
<i>Final assignment: Policy spotlight</i>	30%	Due: Sunday August 18 th , 11:59pm

Written assignments are to be submitted through the mycourselink platform. If you are unable to upload due to technical issues, email it to the course instructor.

PARTICIPATION AND ENGAGEMENT

15%

Due: ongoing

You will be assessed based on attendance and active contribution to the learning environment during class time, *over the duration of the course*. (This is separate from the reading facilitation assignment).

Attendance alone without contributing to the discussion is **not sufficient** to pass this component of evaluation. For participation and engagement during class time, students will be evaluated on the following:

- Level of preparation
- Relevance of questions and comments to the topic at hand (think: *quality not quantity*)
- Active listening, as well as constructive and respectful engagement with other students' perspectives and experiences
- The expression of personal opinions and feelings must be grounded in course content or reflexive analysis of one's experiences
- Questions also count as participation! You won't be penalized for asking for clarification
- Students are also encouraged to post reactions, reflections, questions, responses, and related content in the 'Discussions' tab of the course portal. Please note this does not replace in-class engagement, but will be considered in the assessment of your overall participation.
 - Reflections can include reactions, connections to other course concepts, readings, or themes, or thoughts on how you see the topic playing out in the real world. Responses to colleagues might include a different point of view, a statement of agreement (and explanation as to why), or a connection to a course concept, theme, or reading.

WORKPLAN AND OUTLINE FOR FINAL ASSIGNMENT

10%

Due: Thursday August 8th, 2:30pm

To be submitted online through the course portal

Feedback will be returned to you by Sunday August 11th for preparation for final assignment

This evaluation component is to encourage you to prepare for your final assignment (Policy Debate Spotlight) and integrate feedback from the instructor for the final assignment. Each assignment should include:

- A brief identification of an issue that has to do with the regulation of illicit drugs in Canada
- A research question (this can be tentative and you may revise it as you move forward if you wish). Further instructions on how to write a good topic sentence will be provided in class.
- Identify 5 sources of information related to your chosen issue. A minimum of 3 sources must be scholarly sources (e.g. Peer reviewed journal article or book chapter from an academic publisher). The remaining can be from news media, community reports, or other sources. Further instruction on how to identify appropriate sources and use of university library services will be provided in class.

Students will be provided feedback to help them in preparation for their final assignment. Students will be assessed on the following elements:

- Whether the issues chosen is relevant to course content and themes
- Research question – is it *focused*? It is *informed*? Is it *specific*?
- Relevance of sources

READING FACILITATION

20%

Due: Varies. Sign up on Thursday July 25th and Friday July 26th

No written submission required (submission of preparatory notes optional)

Each class has assigned readings. You may choose any assigned reading on the course outline indicated with an asterisk (*). Your role includes 2 components:

- Provide a brief summary / overview of the article. Note any key arguments, key findings, key concepts, key questions.
- ‘Quote and query’. Locate one passage in the article that you find interesting, compelling, or that provokes thought and discussion. Craft one question to pose to the larger group based on this quote.
- This session will last roughly 15 minutes. You will be supported by the instructor.
- This is not a formal presentation, and you do not need to submit anything to the instructor.
- Please be prepared with a written question that you can cut and paste into the chat.
- The following are some tips for developing strong discussion questions and facilitating an engaging discussion that you might want to consider:
 - Craft questions that are open-ended
 - Avoid yes/no questions.
 - Consider linking your questions to current events or local issues.
 - Consider asking questions that link the content of the reading to course themes, or key concepts.

IN-CLASS GROUP EXERCISE

25%

Due: Weeks 3 and 4 (August 5th to 15th)

No written submission is required

This activity / assignment will take place entirely during class time. No advanced preparation is required. Students can choose between Activity A or Activity B. Roughly 4 groups will be created based on interest, and students will be assigned to groups by the instructor. Students will be evaluated on their *overall engagement* in the activity. Each member is expected to participate in the final report-back. At the end of the activity, students are to complete a self-assessment to evaluate their performance and engagement and submit it to the course instructor; this will be considered in the final grade.

You are expected to collectively manage your time as a group. In-class time will be set aside to work on the assignment.

- Step 1: create a workplan, delegate tasks
- Step 2: internet research & preparation
- Step 3: group planning for report-back, assign roles
- Step 4: report-back to the larger group

Each of the activities are group exercises and require collaboration among group members.

Students will be assessed based upon:

- their active participation in group discussion and planning (as this is an online course, the instructor will “pop in” to the online breakout rooms),
- the quality of their reflections,
- their ability to make links to course material and themes.

Activity A: Community & Institutional Mapping Exercise

Students will be divided into break-out groups of 3-5 people. Using the internet, students will be asked to research and create a map of local / regional institutions that interact with people who use drugs, including health and social services, legal and justice-oriented resources, and any other programs or interventions aimed at this community. Students will report back what they learned to the broader group, reflecting on the following questions:

- What are your main impressions? What stood out to you? Was it easy / hard to find resources?
- What services seem to be missing?
- Which services are voluntary and which are involuntary?
- Did the services and programs have certain conditions or requirements? Did these seem reasonable to you? Why / why not?
- What other institutions are involved? (e.g. child protection services, detox centres, rehab facilities, public health, etc.)
- What links can you make to course themes and key concepts based on your mapping?

Activity B: Critical Media Analysis

Students will be divided into break-out groups of 3-4 people. They will be given time in class to choose a current public controversy related to drugs. Potential topics could include: drug education in high schools; discarded drug litter in public spaces; public opposition to a new addictions clinic. Students will spend time in-class gathering Canadian news articles on their selected topic. Students will prepare a short informal oral presentation reflecting on the following questions:

- How is the issue represented?
- Whose voices are included in news media accounts? Whose voices are absent?
- What moral values are involved in the issue and how it is framed? What assumptions (e.g. social location / positionality, experience) are made?
- What forms of evidence are included? Excluded?
- Drawing on Hall and colleagues (1978), how does the news media “produce” a particular understanding of the issue?

FINAL ASSIGNMENT: POLICY DEBATE SPOTLIGHT

30%

Due: Sunday August 18th, 11:59pm

The format of the final evaluation is a written take-home assignment. Your final assignment must be minimum 3 and maximum of 5 pages. The goal of the assignment is to *demonstrate your*

understanding of key concepts and course themes to a current issue or debate regarding the governance of drugs. Choose from the list of current societal issues or policy debates below. You can choose an issue that does not appear on the list *if pre-approved by the course instructor*. Conduct a scan / review of the literature that is relevant to the topic at hand. More information on how to properly conduct a literature scan will be provided in class. You must include a minimum of 5 sources. 3 of the 5 sources must be scholarly sources (e.g. peer reviewed article or book chapter). You may choose to engage with other sources such as “grey” literature (e.g. reports from non-profit organizations, government policy reports). These can be the same sources identified in your workplan and outline assignment. You must demonstrate that you have considered and integrated feedback to the Workplan and Outline assignment provided from the instructor from earlier in the course.

Potential topics include:

- Police attendance at overdose events following a call to 911 for emergency medical assistance
- Drug Treatment Courts for people charged with drug offenses
- Compulsory addiction treatment
- Abstinence-only education OR drug education on safer use provided in high schools
- Zero tolerance policies regarding drug and alcohol sales or use in a remote community
- Safe supply buyers’ clubs and compassion clubs
- Drug testing for people receiving social assistance

Students will be assessed on the following components:

- *Application* of key concepts and course themes. Choose at least 2 concepts that are best suited for your topic. Make sure to define them (and cite them).
- Clarity of writing and clear structure of paper. The paper should be structured as follows:
 - 1) A clear introduction with an identifiable topic sentence (i.e. introduction of the issue to situate your reader), and thesis statement (i.e. main argument).
 - 2) A review of the issue at hand *based in the literature you have engaged with*. This should not be a summary of each source you’ve read, but a *synthesis and overview* of the main themes and findings from the literature.
 - 3) A discussion and analysis of how this issue is linked to course themes and key concepts, and explanation of how you have arrived at your conclusion.
 - 4) A conclusion, summarizing your main points and re-stating your take-away message.
- Relevance of sources selected
- Whether feedback from the instructor to the workplan and outline was addressed.
- Formatting requirements, including length
- Clear links to course content *and course readings*, with relevant citations.
- Proper citation format (you can use APA or whatever citation format you are most familiar with, as long as it is consistent throughout).
- Avoid statements of personally held opinions.

COURSE POLICIES

Written submissions: Requirements

All written submissions should be:

- double-spaced,
- in 12 point font,
- Times New Roman,
- 1 inch margins on all sides,
- Include name, course code, date, and student number,
- Include page numbers,
- Avoid abbreviations, jargon, or slang,
- Be checked for spelling & grammar (*please make use of Lakehead resources on writing support – see below).

Communicating with your instructor

Please reach out to your course instructor by email or request to meet during office hours. I am more than happy to respond to any questions or concerns you might have, troubleshoot any issues, clarify course and assignment expectations as needed, or direct you to relevant university resources for specific supports. Please allow 1 week day for a response. Please do not expect a response on weekends.

Late and missed classes

Late and missed classes that are not excused in advance by the course instructor will result in a penalty to your participation grade. If you are sick and unable to attend class, please email the instructor *before* class, and plan to connect with a fellow student to catch up on what was missed. Lecture material will be posted to the course portal.

Late or missing assignments

Late assignments will be penalized by 10% per day that they are late, including weekends.

Opportunity to inquire about your progress in the course

Students are welcome to reach out to me at the midway mark in the course (roughly Monday August 5th and Tuesday August 6th) to inquire about their progress in the course and get feedback on their level of engagement in discussions and in-class activities.

Requesting a grade review

Students are permitted to request a review of a grade on a given assignment or evaluation. To do this, students are asked to email the instructor with a clearly stated rationale that explains why they believe they should earn a better grade, *based on the assessment criteria of the assignment or activity detailed above*. Alternatively, this request can also be discussed during office hours if preferred.

COURSE SCHEDULE, CONTENT & READINGS

Please note that all readings will be provided via link on the course platform. If you are unable to access the reading, it is your responsibility to reach out to the course instructor before the date the reading is assigned to get support locating it.

UNIT 1

Learning objectives

- Examine the historical context of drug use and prohibition, including the relationship between drug regulation, colonialism, and immigration control.
- Analyze how societal attitudes toward drugs have evolved over time.
- Describe the diverse motivations and reasons why people have used drugs and how these are shaped by historical, economic, and cultural factors.

Thursday July 25th – COURSE INTRODUCTION

Lecture component:

- Overview of course *themes* including intersectionality, settler colonialism, structural violence
- Approach
 - Sociology of institutions: what is ‘regulation’? what is ‘governance’?
 - The contribution of “lived experience” to sociological knowledge
- Overview of levels of government and concept of *jurisdiction*
- Overview of key social and political *institutions* covered in the course

Discussion component:

- Why do people use drugs? *Lives of Substance* video & discussion
<https://www.livesofsubstance.org/>

Required readings:

- None

Assignments / dates to be aware of:

- Reminder to email the course instructor indicating your preference of reading and date for the Reading Facilitation assessment by 4pm Friday July 26th

Monday July 29th – DRUG ISSUES IN CANADA IN HISTORICAL CONTEXT

Lecture component:

- Drugs 101
- Drugs in historical context

Discussion component:

- Murphy, Emily (1922). *The black candle*. Thomas Allen. Part II, Chapter 1: The Black Candle
- Anti-drug campaigns & “just say no” approaches
- What is prevention? Different approaches

Academic skills session 1:

- Effective reading & notetaking

Required readings:

- Wilt, J. (2020, August 10). Tracing the geography of Canada's racist liquor control policies. *Canadian Dimension*. <https://canadiandimension.com/articles/view/tracing-the-geography-of-canadas-racist-liquor-control-policies> Read sections: *Alcohol & 'civilization'; A national policy of genocide; Modernizing oppression; Incarcerated for drinking*
- Tsang, H. (2023). *White Riot: The 1907 Anti-Asian Riots in Vancouver*. Arsenal pulp press. Forward and Chapter 1.
- Carstairs, C. (1999). Deporting of 'ah sin' to save the white race: Moral panic, racialization, and the extension of Canadian drug laws in the 1920s. *Canadian Bulletin of Medical History/BCHM*, 16, 65-88.
- SUGGESTED: Bailey, A., Masuda, J. R., The Right to Remain Research Collective, & The Eastside Illicit Drinkers Group for Education (2024). Demarking a cordon therapeutique through Vancouver's Liquor License Moratorium for the Downtown Eastside: 1973-1988.

UNIT 2**Learning objectives**

- Identify the various ways in which the criminal justice system plays a key coordinating role in how people who use drugs experience regulation across systems.
- Investigate how factors such as race, class, and gender influence peoples' experiences of drug regulation.
- Explore the concept of the "War on Drugs" and its impact on marginalized communities.
- Identify how criminal justice system actions (policing, prisons) shape health outcomes and access to healthcare.

Tuesday July 30th – POLICING & PEOPLE WHO USE DRUGS**Lecture component:**

- Introduction: Policing and people who use drugs
- Guest speaker: Dr Robyn Maynard, author of *Policing Black Lives*

Discussion component:

- Broken windows theory, "quality of life" offences
- Crackdown Podcast Episode 24: If it wasn't drugs it would be something else with Desmond Cole <https://www.crackdownpod.com/episodes/episode-24-if-it-wasnt-drugs-it-would-be-something-else>
- Read Between the Lines : Drug Laws and Interacting with Police. https://chezstella.org/wp-content/uploads/2021/11/Read-Between-the-Lines_digital-file.pdf. Read sections 1, 2, 3 and 7.

Required readings:

- * Maynard, R. (2017). *Policing Black lives: State violence in Canada from slavery to the present*. Fernwood Publishing. Chapter 3: Arrested (in)justice: from the streets to the prison https://ocpm.qc.ca/sites/default/files/pdf/P100/8-38_Robyn%20Maynard.pdf

- * van der Meulen, E., Chu, S. K. H., & Butler-McPhee, J. (2021). "That's why people don't call 911": Ending routine police attendance at drug overdoses. *International Journal of Drug Policy*, 88, 103039.

Wednesday July 31st – PRISONS & PEOPLE WHO USE DRUGS

Lecture component:

- Provincial and federal corrections
- Prisoners' right to health & healthcare
- Prison-based harm reduction, peer programs

Discussion component:

- Prison Health Now – Inside Stories: Experiences of incarcerated people

Academic skills session 2:

- Facilitation & leading discussion

Required readings:

- * Rhodes, T. (2002). The 'risk environment': a framework for understanding and reducing drug-related harm. *International Journal of Drug Policy*, 13(2), 85-94.
- * Michaud, L., & van der Meulen, E. (2023). "They're just watching you all the time": The surveillance web of prison needle exchange. *Surveillance & society*, 21(2), 154-170.

UNIT 3

Learning objectives

- Explore how certain drugs and drug use are socially constructed as "problems" or "deviant" behaviors, and how this has shifted over time.
- Investigate the role of media, politics, and public discourse in shaping perceptions of drug use and how drugs are "tied" to different social problems such as homelessness or crime.
- Explore different forms of "evidence" that are used to develop drug policies and programs, including medical / clinical evidence and experiential evidence; identify the strengths and weaknesses of different forms of evidence.

Thursday August 1st – STIGMA, EXPERTISE & EVIDENCE: WHO IS AN "EXPERT" AND WHAT EVIDENCE COUNTS?

Lecture component:

- Stigma and anti-stigma campaigns. Interpersonal and structural stigma.
- Lived experience and experiential knowledge
- When evidence meets politics: stigma, scapegoating
- When evidence meets law: Lawsuits against the Canadian government on prison needle exchange, safe injection sites, safe supply buyers' clubs, laws against public drug use

Discussion component:

- Stuart Hall, Policing the Crisis.
https://www.youtube.com/watch?app=desktop&v=a9ydvCdB_Uo
- Neufeld, S. (2022). So you want to reduce stigma towards people who use drugs...
https://www.substanceusehealth.ca/sites/default/files/resources/2023-05-29-vandu_wahrs_bcapom.jpeg
- Vancouver Area Network of Drug Users. (2023, May 29). Canada's right wing is whipping up a moral panic about safe supply dilaudid, based on fear and lies.
https://www.substanceusehealth.ca/sites/default/files/resources/2023-05-29-vandu_wahrs_bcapom.jpeg

Required readings:

- * Tyler, I. & Bailey, C. (2019). From stigma power to black power: A graphic Essay.
https://thesociologicalreview.org/documents/4/From_Stigma_Power_to_Black_Power.pdf
- * Wood, E. et al. (2008). The Canadian government's treatment of scientific process and evidence: Inside the evaluation of North America's first supervised injection facility. *International Journal of Drug Policy*. 19:220-225.
- * Frank, D. (2021). "I'm pretty sure it's either food poisoning or Covid-19": Lived experience versus medical knowledge in diagnosing substance use problems. *International Journal of Drug Policy*, 103348.

Monday August 5th – NO CLASS – CIVIC HOLIDAY

UNIT 4Learning objectives

- Investigate the medicalization of drug use, and the emergence of the notion of "addiction" as disease, and its social construction.
- Analyze various approaches to drug treatment, including pharmaceutical, psychosocial, behavioural, and residential.
- Describe the ways that health "care", and therapeutic models can be experienced as social control, or reproduce punitive approaches to drug regulation.

Tuesday August 6th – THE MEDICAL MODEL OF "ADDICTION" AND CHALLENGES / ALTERNATE APPROACHES TO THIS MODEL

Lecture component:

- Medicalization and the brain disease model of addiction
- Challenges to the medical model: socio-economic drivers; bio-psycho-social approaches
- Social determinants of health (SDOH)

Discussion component:

- Crackdown podcast Episode 25: The Lab with Nancy Campbell
<https://www.crackdownpod.com/episodes/episode-25-the-lab>

- Billy Ray Belcourt on health and colonialism and the SDOH
<https://www.youtube.com/watch?v=4ohSatwGtil>

Academic skills session 3:

- How to develop a topic sentence and thesis statement

Required readings:

- Marmot, M. (2005). Social determinants of health inequalities. *Lancet*, 365,1099-1104.
- * Lie, A. K., Hansen, H., Herzberg, D., Mold, A., Jauffret-Roustide, M., Dussauge, I., ... & Campbell, N. (2022). The harms of constructing addiction as a chronic, relapsing brain disease. *American journal of public health*, 112(S2), S104-S108.
- * van der Eijk, Y., & Uusitalo, S. (2016). Towards a 'sociorelational' approach to conceptualizing and managing addiction. *Public Health Ethics*, 9(2), 198-207.

Wednesday August 7th – FROM CRIMINALIZATION TO MEDICALIZATION

Lecture component:

- Medicalization
- Structural violence
- Barriers to healthcare access & reasons for healthcare avoidance
- Disambiguating “treatment”
 - Medically-assisted treatment (methadone, etc)
 - Residential treatment (“rehab”)
 - Detox & medical stabilization
 - Therapy and psychosocial approaches

Discussion component:

- Medicalization: Zola, I. (1972). Medicine as an institution of social control. *Sociological Review*, 20(4), 487-504.
- Singh Kelsall, T., Govorchin, A., Patrick, L. (2023). In B.C., Alberta and around the world, forcing drug users into treatment is a violent policy. *The Conversation*.
<https://theconversation.com/in-b-c-alberta-and-around-the-world-forcing-drug-users-into-treatment-is-a-violent-policy-205965>
- Film clip: Tour of an Overdose Prevention Site (Drug Policy Alliance – U.S.)
<https://www.youtube.com/watch?v=pVieUpa3Sew>

Required readings:

- * Dodd, Zoe. (2019). The Patient-Prisoner: The experiences of people who use drugs with mandated drug treatment. Masters Thesis. Forward & Chapter 5: Discussion.
- * Crawford, S. (2013). Shouting through bullet-proof glass: Some reflections on pharmacotherapy provision in one Australian clinic. *International Journal of Drug Policy*, 24(6), e14-e17.
- * Goodman, A., Fleming, K., Markwick, N., Morrison, T., Lagimodiere, L., Kerr, T., & Society, W. A. H. R. (2017). “They treated me like crap and I know it was because I was Native”: The healthcare experiences of Aboriginal peoples living in Vancouver's inner city. *Social Science & Medicine*, 178, 87-94.

- * Frank, D. (2018). “I was not sick and I didn't need to recover”: Methadone Maintenance Treatment (MMT) as a refuge from criminalization. *Substance use & misuse*, 53(2), 311-322.

Thursday August 8th – REGULATION OF PREGNANT & PARENTING PEOPLE WHO USE DRUGS

Lecture component:

- Guest speaker: Charlotte Smith, PhD candidate, York University & researcher

Discussion component:

- Disenfranchised grief, family separation, and the colonial roots of child apprehension

Academic skills session 4:

- How to structure a final paper

Required readings:

- * Kenny, K. S., & Barrington, C. (2018). “People just don't look at you the same way”: Public stigma, private suffering and unmet social support needs among mothers who use drugs in the aftermath of child removal. *Children and Youth Services Review*, 86, 209-216.
- * “Do No Harm” Like You Mean It: Hospital Workers’ Role in the Policing of Pregnant Women <https://sfonline.barnard.edu/do-no-harm-like-you-mean-it-hospital-workers-role-in-the-policing-of-pregnant-women/>
- SUGGESTED: McCabe, K. (2022). Criminalization of care: Drug testing pregnant patients. *Journal of Health and Social Behaviour*, 63(2), 162-176.

Assignments / dates to be aware of:

- Workplan & outline for final assignment due August 8th, by 2:30pm
- Course drop deadline: August 9th.
<https://csdc.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=30&topicid=48548&topicgroupid=31622>

UNIT 5

Learning objectives

- Understand the historical emergence of harm reduction and the relationship of this approach with the social practices of people who use drugs.
- Analyze the role of public health approaches in preventing and treating drug-related issues.
- Map the origins and the emergence of Indigenous models of harm reduction and how these differs from dominant approaches.
- Understand the origins of demands for the decriminalization of drug use, as well as the differences between legalization, decriminalization and other models of drug law reform.
- Map how community organizing and activism has shaped and intervened in governmental drug policy.

Monday August 12th – THE TOXIC DRUG / OVERDOSE CRISIS

Lecture component:

- Overview of controlled substances, drug schedules, regulated vs. unregulated drugs
- Alcohol prohibition & tobacco regulation
- Prohibition and reasons for drug toxicity
- Responses to the overdose crisis
- “Upstream” and “downstream” interventions

Discussion component:

- Lopez, M. (2017). When a drug epidemic’s victims are white: How racial bias and segregation molded a gentler rhetorical response to the opioid crisis. Vox. Found here: <https://www.vox.com/identities/2017/4/4/15098746/opioid-heroin-epidemic-race>
- Crackdown Podcast: 34 The Iron Law <https://www.crackdownpod.com/episodes/34-the-iron-law>
- Film: Love in the Time of Fentanyl <https://www.kanopy.com/en/lakeheadu/video/13445339>

Academic skills session 5:

- Guest speaker: Debra Gold, Liaison Librarian for Sociology, Lakehead University. How to use library databases & identify scholarly sources. (3:30-4:00pm)

Required readings:

- Health Canada. (2024). Apparent Opioid and Stimulant Toxicity Deaths: Surveillance of opioid and stimulant-related harms in Canada. <https://health-infobase.canada.ca/substance-related-harms/opioids-stimulants/> Review ‘Key findings’, ‘Maps’, and ‘Graphs’ tabs.
- Boyd, S. C. (2021). *Busted: An illustrated history of drug prohibition in Canada*. Fernwood Publishing. Chapter 5: Alcohol Prohibition & Tobacco Regulation. pp. 85-106.
- * Beletsky, L., & Davis, C. S. (2017). Today’s fentanyl crisis: Prohibition’s Iron Law, revisited. *International Journal of Drug Policy*, 46, 156-159.
- * Kolla, G., Khorasheh, T., Dodd, Z., Greig, S., Altenberg, J., Perreault, Y., ... & Kenny, K. S. (2024). “Everybody is impacted. Everybody’s hurting”: Grief, loss and the emotional impacts of overdose on harm reduction workers. *International Journal of Drug Policy*, 127, 104419.
- SUGGESTED: Dollar, C. B. (2019). Criminalization and drug “wars” or medicalization and health “epidemics”: How race, class, and neoliberal politics influence drug laws. *Critical Criminology*, 27(2), 305-327.

Tuesday August 13th – DECRIMINALIZATION, LEGALIZATION, & SAFER SUPPLY**Lecture component:**

- Drug offences in the Canadian Criminal Code
- Drug decriminalization in historical context
- Legalization and cannabis

Discussion component:

- The Portugal model of decriminalization, Drug Policy Alliance https://www.youtube.com/watch?v=iKe9R_eiIYA

- Canadian Association of People Who Use Drugs. (2019). Safe Supply: Concept Document. <https://vancouver.ca/files/cov/capud-safe-supply-concept-document.pdf>

Required readings:

- * The 1976 Ledain Commission Report on Narcotic Drugs <https://epe.lac-bac.gc.ca/100/200/301/pco-bcp/commissions-ef/ledain1973-eng/ledain1973-part1-eng.pdf> Part 5: pp. 239-252.
- * Owusu-Bempah, A. (2021). Where Is the Fairness in Canadian Cannabis Legalization? Lessons to be Learned from the American Experience. *Journal of Canadian Studies*, 55(2), 395-418.
- * DeBeck, K. & Kendall, P. (2024). Drug prohibition is fuelling the overdose crisis: Regulating drugs is the way out. *The Conversation*. https://theconversation.com/drug-prohibition-is-fuelling-the-overdose-crisis-regulating-drugs-is-the-way-out-233632?utm_source=dlvr.it&utm_medium=twitter

Wednesday August 14th – DRUG USER ACTIVISM & INDIGENOUS HARM REDUCTION

Lecture component:

- TBD: Ashley Smoke, Ontario Association of People who Use Drugs, Peterborough Tweak Easy

Discussion component:

- Crackdown Podcast: Episode 12 Love in a State of Emergency (on harm reduction, drugs and settler colonialism) <https://www.crackdownpod.com/episodes/e48kt3yzbgamau1bb0dd25jm1qh7ns>
- First Nations Health Authority. (n.d.). *Indigenous harm reduction principles and practices*. Retrieved from <https://www.fnha.ca/WellnessSite/WellnessDocuments/FNHA-Indigenous-Harm-Reduction-Principles-and-Practices-Fact-Sheet.pdf>
- Native Youth Sexual Health Network (2016). *Indigenous Harm Reduction: The Four Fires Model*. Retrieved from: <https://www.nativeyouthsexualhealth.com/indigenizing-harm-reduction>

Academic skills session 6:

- Proper citation practice & academic integrity

Required readings:

- * Jozaghi, E., Greer, A. M., Lampkin, H., & Buxton, J. A. (2018). Activism and scientific research: 20 years of community action by the Vancouver area network of drug users. *Substance Abuse Treatment, Prevention, and Policy*, 13, 18.
- Pagliaro, J. (2018, May 11). It started as a tent. Now the Moss Park drug injection site has federal approval. *Toronto Star*. https://www.thestar.com/news/gta/it-started-as-a-tent-now-the-moss-park-drug-injection-site-has-federal-approval/article_e93afc19-ca9d-5d51-8ce7-3637160aa5f7.html
- * Daniels, C., Aluso, A., Burke-Shyne, N., et. al. (2021). Decolonizing drug policy. *Harm Reduction Journal* 18: 120. <https://doi.org/10.1186/s12954-021-00564-7>.

- RECOMMENDED: Krupanski, M., & Evans, S. (2020). A Right to the city? Harm reduction as urban community development and social inclusion.
<https://projections.pubpub.org/pub/49wr5alh/release/1>

Thursday August 15th – COURSE REVIEW

- Overview of key course concepts
- Overview of expectations for final assignment
- Closing exercise and discussion
- Course evaluation

Required readings:

- None

Assignments and dates to be aware of:

- Final assignment: Policy spotlight Due Sunday August 18th, 11:59pm

UNIVERSITY POLICIES

1. "Student Code of Conduct Policies"

- [PPT - "Student Code of Conduct - Academic Integrity: Slides for Faculty & Instructors to Cover with their Students"](#)
- [Student Code of Conduct - Academic Integrity](#)
- [Student Code of Conduct - Appeal Policy \(with links to Judicial Panel Procedures\)](#)
- [Student Code of Conduct - Non-Academic](#)

2. Copyright Compliance

I understand and agree that all instructional, reference, and administrative materials to which I am given access in this course (the "course materials"), whether they consist of text, still or kinetic images, or sound, whether they are in digital or hard copy formats, and in whatever media they are offered, are protected in their entirety by copyright, and that to comply with this copyright and the law.

(a) I may access and download the course materials only for my own personal and non-commercial use for this course; and

(b) I am not permitted to download, copy, store (in any medium), forward or share, transmit, broadcast, show, post or play in public, adapt, or change in any way any text, image, or sound component of the course materials for any other purpose whatsoever except as expressly authorized, and only to the extent authorized, in writing, by the course instructor.

I further understand and agree that, if I infringe the copyright of the course materials in any way, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

3. Exam/Assignment Integrity

I understand and agree that:

(a) Unless otherwise allowed by the course instructor, I must complete the assignments in this course without the assistance of anyone else.

(b) Unless otherwise allowed by the course instructor, I must not access any sources or materials (in print, online, or in any other way) to complete any course exam.

I further understand and agree that, if I violate either of these two rules, or if I provide any false or misleading information about my completion of course assignments or exams, I may be prosecuted under the Lakehead University Student Code of Conduct – Academic Integrity, which requires students to act ethically and with integrity in academic matters and to demonstrate behaviours that support the University's academic values.

C. Lakehead's Accommodation Statement (official statement [do not alter])

Lakehead University is committed to achieving full accessibility for persons with disabilities/medical conditions. Part of this commitment includes arranging academic accommodations for students with disabilities/medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability/medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please email sas@lakeheadu.ca or visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

4. Notice for Recording Lectures and Class Activities

In SOCI 2112 ADG instruction in the classroom will be recorded for confidential access by students registered in the course but who are unable to attend class due to the pandemic or other necessity. To the greatest extent possible only the image and voice of the instructor will be recorded for this purpose but, due to class interaction, the images and voices of students present in the classroom may be incidentally recorded and, thus, be available for access by course students in remote locations. These recordings, however, are strictly confidential and may be used only by the instructor and students registered in the course and only for purposes related to the course. They may otherwise not be used or disclosed. Students in the classroom who are concerned about being recorded in this fashion may request the instructor to exclude them from the recording to the greatest degree possible on the understanding that total exclusion cannot be guaranteed. The recordings are made under the authority of sections 3 and 14 of The Lakehead University Act, 1965. Questions about the collection of the images and sounds in the recordings may be directed to Questions about the collection of the images and sounds in the recordings may be directed to [Chair] [or Director] [or Dean] of [Name of Academic Unit], [Thunder Bay or Orillia campus address], [Unit's telephone number].

5. Policy on Requiring Students Webcams to Be On During Class (from the Provost's Office)

Requiring student's use of a webcam is permissible only when it is required to achieve a specific learning outcome and when students have received prior written notification (i.e. within their course syllabus, or assignment description).

Requiring recording of a session with a student is permissible only when the recording itself is part of the learning activity and outcome and when students have received prior written notification (i.e. within their course syllabus, or assignment description).

6. Writing Support Syllabus Statement

Your ability to write clearly and with purpose is crucial to your academic success. Because the writing process takes time and expectations vary across disciplines (and from one instructor to

another), it is important to manage this process carefully. The following guidelines will help you do that:

1. Start early – The writing process involves several steps: prewriting, drafting, revising, and editing. You will do your best work when you follow all the steps. Prewriting involves thinking about what you've learned on a topic, often assisted by note-taking, so that your reflections become your writing. It is often the longest and most important step!
2. Read the guidelines – Every assignment has a specific purpose, audience, length, and format. Pay close attention to these specifications and revisit them as you work on the assignment.
3. Seek support – Writing is hard work, but you are not alone. Your instructor is there to help you. Don't be afraid to ask for guidance or drop in during office hours.
4. Put in the time – Writing is a valuable skill, and any time spent developing your writing ability will contribute to your success, both in university and in your personal career.
5. Visit the Academic Support Zone – The Academic Support Zone's writing coaches will work with you at any stage of the writing process from interpreting the guidelines and finding sources to composing and editing drafts. Rather than editing your work for you, writing coaches will engage you in conversation about your writing and help you develop your skills in alignment with assignment expectations and course objectives.

Find Lakehead University's free writing support at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> and visit mysuccess.lakeheadu.ca to book an appointment.

7. Lakehead's Accommodation Statement

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8. Supports for students

- [Health and Wellness](#)
- [Student Success Centre: Online Learning](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone \(Writing and Math Tutoring Centre\)](#)
- [Aboriginal Cultural and Support Services](#)
- [International](#)
- [Student Central](#)